

Section F

Procedures

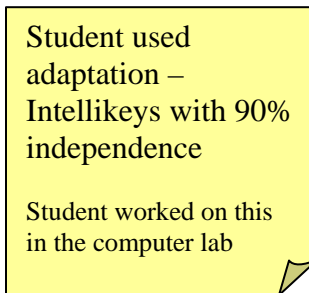
This section offers guidance to educators in a step by step process of implementing the alternate assessment. Also included are samples of organizational checklists.

Implementing the Alternate Assessment

By following a number of steps in a systematic way, the implementation of the alternate assessment can be accomplished in an organized fashion. The steps outlined below assimilate the information contained in previous chapters as well as providing an approximate timeline for each step.

1. **Identify the student(s)** for whom you will be submitting alternate portfolio assessments. IEP teams should follow the participation guidelines and assessment year criteria found in Section A. This should be done in advance of the data collection period. All students in grades 3-8, and 11 who have alternate assessment marked on their IEPs must submit portfolios for reading and math unless they take the general assessment in either of those. Then they submit an alternate assessment portfolio in the content area specified. Science portfolios must be submitted from students in grades 5, 8, and 11 (unless they are taking the general assessment in this area). AEA's and local districts may require more grade levels and additional content areas.
2. Review your district standards and benchmarks (which are aligned to the CCSBs) and the grade level standards/benchmarks from the grade in which your student is enrolled. **Choose one from reading and one from math (and one from science if the student is enrolled in grades 5, 8, or 11)** that most closely indicate challenging goals for your student. Write the CCSB, the selected district standard and benchmark, and the grade level standard/benchmark on the portfolio cover sheet. The standard/benchmark (or target skill) is the focus for which evidence is provided in the portfolio. Write the target skill that is aligned to the grade level standard/benchmark.
3. Keeping in mind the student and the standard/benchmark selected, **determine what product(s) for Review might look like, determine how and when to collect data for Observation, and determine what Task would best match what skill/grade level benchmark is being assessed.** While all 3 strategies must be present for the primary benchmark, it is possible that not all activities will provide enough evidence for certain dimensions of the rubric (i.e., self determination and independent use of adaptations), so determine evidence for these other dimensions. Remember that some strategies are specifically required to document certain dimensions of the rubric. The detailed descriptions of the Review, Observation, and Task strategies in Section E should help in this step.
4. **Provide instruction** geared toward the achievement of the benchmarks/standards selected which are also likely on the student's IEP or identified as a target skill. While providing instruction, remember to collect work samples and data regarding student performance for inclusion in the portfolio. Some of the data collected may also work well to monitor progress on the student's standards based IEP. It will be essential to refer to the scoring rubric as a guide for what to document. It is necessary to provide a percentage that shows the achievement level of the benchmarks. You should also use a percentage to document how

- independently a student can use an adaptation. The degree to which the student can make choices within the performance and his/her evaluation of the performance should also be documented and is one step in facilitating competency in self-determination. To ensure that the student can transfer and generalize the skills and knowledge, attention to instruction/practice/ application of student performance in multiple settings will be necessary. This is documented in the final dimension of the rubric. Finally, supportive evidence from multiple sources will provide richer data and ensure that the student portfolio reflects authentic performance from a variety of perspectives.
5. After the data collection period is completed, it will be necessary to **organize the documentation**. By going through the evidence with a critical eye focused on what rubric dimensions are addressed by specific pieces of evidence, the amount of documentation can be kept to a minimum but still contain enough information to be scored. Another key consideration is to assure that all documentation is dated. After deciding what documentation will be submitted, the entry cover sheet(s) should be completed. However, remember that information contained on the entry cover sheet does not count in scoring; it only points the scorer to information contained in the portfolio. If you feel a scorer may not understand a piece of evidence, one effective method of providing a clearer picture is to use a sticky note. A sticky note identifying the rubric dimension and component that may not be readily understood can be placed on the page. It is not necessary to provide lengthy explanations of evidence. For example, a portfolio that includes a computer printout of student work that had been completed using Intellikeys might be clarified with a Post-it note that would look like this

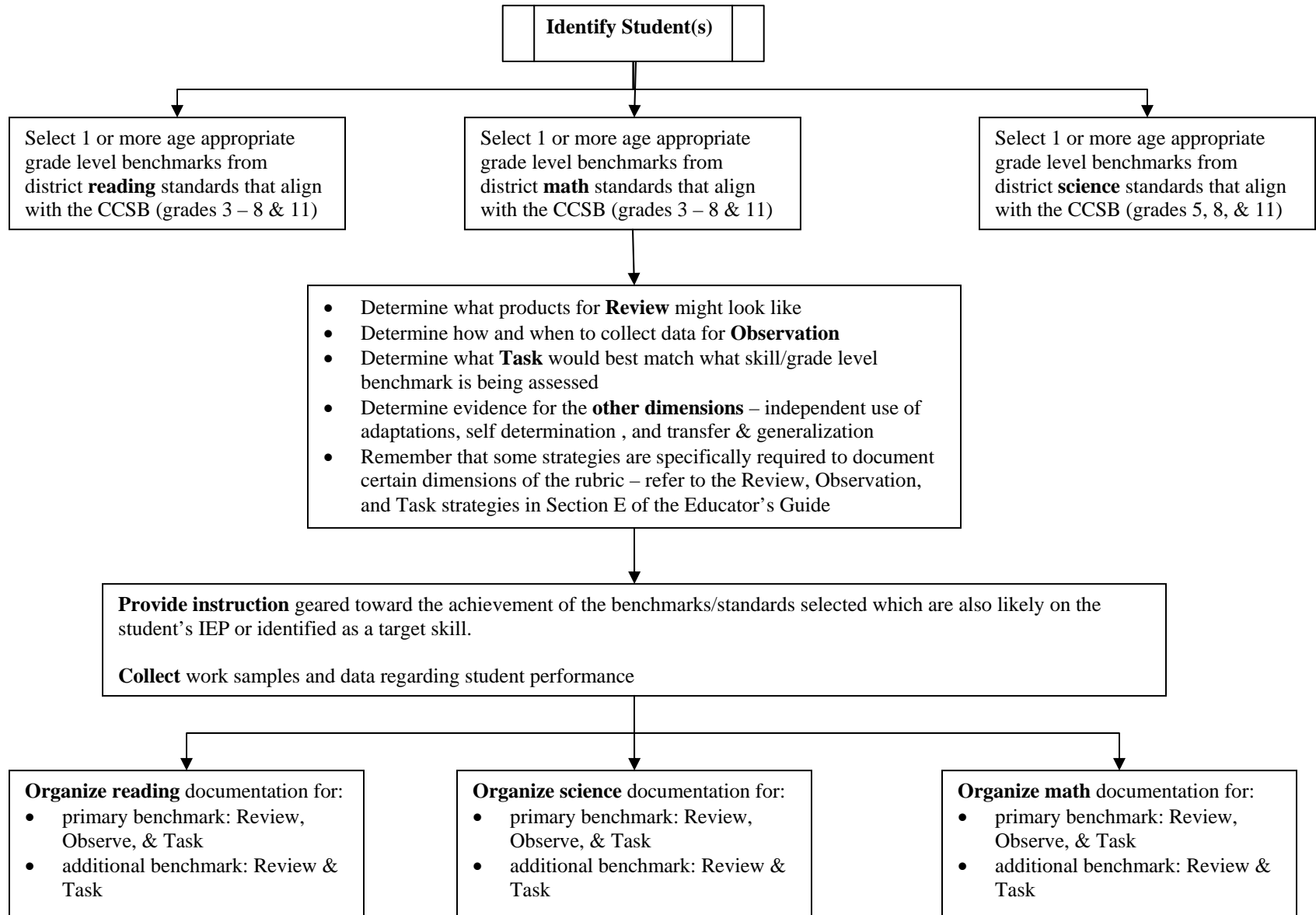


The entry cover sheet is located in Appendix B. This step should be completed within the time period between the end of the evidence collection period and the date of portfolio submission.

As students, teachers, and others become more familiar with the alternate assessment, the process becomes less of an “event” and more a part of daily instruction. Teachers will find creative ways to streamline the components of the assessment, implement effective instructional practices, and still collect informative and meaningful evidence regarding student performance that can be used to improve instruction.

Implementing the Alternate Assessment Flow Chart

See previous narrative for additional detail.



Organization Checklist

(Optional)

As you compile the body of evidence, the following checklist will be useful to assist you in organizing the assessment process.

Check off each item as completed.

- ☐ Select at least one reasonable and challenging reading skill from your district standards and benchmarks and the age appropriate grade level standards/benchmarks.
- ☐ Select at least one reasonable and challenging math skill from your district standards and benchmarks the age appropriate grade level standards/benchmarks.
- ☐ Select at least one reasonable and challenging science skill from your district standards and benchmarks the age appropriate grade level standards/benchmarks.
- ☐ Collect and save evidence of student in all three components – Review, Observe, Task

Math

- ☐ Review
- ☐ Observe
- ☐ Task

Reading

- ☐ Review
- ☐ Observe
- ☐ Task

Science

- ☐ Review
- ☐ Observe
- ☐ Task

- ☐ Check to see that there is clear evidence for each rubric dimension

Math

- ☐ Achievement of Benchmarks
- ☐ Indp.Use of Adaptations
- ☐ Self-Determination
- ☐ Transfer and Generalization

Reading

- ☐ Achievement of Benchmarks
- ☐ Indp.Use of Adaptations
- ☐ Self-Determination
- ☐ Transfer and Generalization

Science

- ☐ Achievement of Benchmarks
- ☐ Indp.Use of Adaptations
- ☐ Self-Determination
- ☐ Transfer and Generalization

- ☐ Select two additional pieces of evidence (must be Review and Task) for the other standard/benchmark (optional).
- ☐ Gather the evidence collected and select pieces that best align with the portfolio.
- ☐ Fill in one Portfolio Cover Sheet for ☐ Reading ☐ Math ☐ Science.
- ☐ Fill in an IAA Student Information Sheet
- ☐ Secure IAA Student Information Sheet and both entries in the provided binder.
- ☐ Label (Student, district, school, teacher) and securely label and attach any materials that will not fit into the binder (e.g., video or audio tapes) and submit portfolio.

Requirements at a Glance

	Review	Observation	Task
Breadth	<ul style="list-style-type: none"> Primary benchmark must be evidenced by Review Additional benchmark must be evidenced by Review 	<ul style="list-style-type: none"> Primary benchmark must be evidenced by Observation 	<ul style="list-style-type: none"> Primary benchmark must be evidenced by Task Additional benchmark must be evidenced by Task
Depth	X	<ul style="list-style-type: none"> Must document with clear specification of a summative percentage indicating the level of student achievement related to the benchmark. Data must be graphed with these elements clearly identified and in place: <ul style="list-style-type: none"> key X and Y axis clearly labeled targeted skill being measured (not standard) dates of data collection weekly data points for at least 12 weeks 	X
Difficulty	<ul style="list-style-type: none"> Must specify the connection to the age appropriate, grade level curriculum and show the use of age appropriate materials within the age 	X	<ul style="list-style-type: none"> Showing comparable peer work and clearly documenting grade level (note from a general education teacher clearly stating curriculum is from

	Review	Observation	Task
	<p>appropriate curriculum activity</p> <ul style="list-style-type: none"> • both Review and Task must be curriculum based 		<p>grade level curriculum; note from a special education teacher specifically stating the text chapter, unit, grade level etc. from which the activity is derived</p> <p>General education lesson plan documenting grade level)</p>
Independent Use of Adaptations			
Self Determination			
Transfer and Generalization			